



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4612 N. 28th Street, Phoenix, AZ 85016

Phoenix Union High School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

2005-06	Performing Plus
2004-05	Performing
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Pete Garcia
 Schedule : 07:00 AM to 04:00 PM
 Grades : 9-12
 Web Address : www.globalc.org/puhsd/camelback
 Phone Number : (602) 764-7000
 Fax Number : (602) 271-2295
 E-mail : pgarcia1@phxhs.k12.az.us

Mission

The mission of Camelback High School is to challenge students to participate as active learners and critical thinkers while preparing them to realize their maximum potential as contributing members of the community.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status ^(b)

2005-06	N/A
2004-05	N/A
2003-04	Out of Improvement

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Students will increase reading, writing & math proficiency as measured by AIMS.
- ü Students will successfully work multi-paragraph compositions as measured by the ACT, AIMS and other tests. Teachers will be in-serviced and employ the Collins notetaking system model across the curriculum.
- ü Improve math scores and raise student performance on standardized tests through alignment of curriculum assessment and lessons.
- ü Increase graduation rate of a minimum of 1% per year.

Enrollment

October 1, 2005 School Year Student Enrollment : 2087
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 32

Instructional Programs

- ü Freshman Core
- ü Advanced Placement
- ü Gifted
- ü Honors Classes
- ü Read 180 Program
- ü ASPIRE Gifted Special Program
- ü Rodel Program
- ü Corrective Reading & E2 Math

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/2/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Teachers will communicate clearly and regularly with students and parents about academic progress. Administrators have the responsibility to ensure safety, order, and a sound instructional program for all students.

Parents

Camelback has an active parent organization (PIC), an effective parenting program and English classes for limited English families.

Transportation Policy

Camelback utilizes traditional school buses and provides cost-free access to public bus transportation to comply with school district policy to transport needy, handicapped, magnet, vocational and transfer students.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Rifle Team & Ranger Team State Champs	2004
ü Fulbright Scholars	2001
ü Winner of the Rotarian of the Year Award	2002
ü DECA National 1st Place finish Marketing Competition	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	539	5965	71130	100	100	95	679	683	701	42	36	23	15	17	13	39	43	51	4	4	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	276	3050	35465	100	100	96	679	684	702	39	32	21	16	19	13	43	45	53	2	4	13
Male	263	2915	35648	100	100	94	679	681	701	45	40	24	14	16	12	35	40	50	5	5	14
African American	50	576	3868	100	100	95	660	676	686	60	42	33	12	18	17	28	37	45	NA	4	6
Hispanic	397	4559	25103	100	100	95	677	680	685	44	37	34	17	18	16	36	42	45	3	3	5
Asian/Pacific Islander	NC	82	1805	NC	100	98	NC	713	731	NC	16	9	NC	9	7	NC	55	50	NC	21	34
American Indian/Alaskan Native	37	214	4241	100	100	90	693	686	679	22	32	39	16	15	19	57	49	39	5	4	3
White	50	534	36075	100	100	95	706	704	715	22	21	12	4	13	9	62	51	58	12	15	21
Students with Disabilities	54	683	5862	100	100	71	645	648	658	80	72	63	7	13	15	13	13	20	NA	2	2
Students without Disabilities	485	5282	65268	100	100	98	682	686	705	38	31	19	16	18	12	42	46	54	4	5	15
Limited English Proficient Students	146	1115	4859	100	100	93	657	661	662	71	66	64	11	16	15	18	17	20	NA	0	1
Migrant Students	--	14	786	--	100	95	--	695	681	--	21	38	--	36	18	--	36	41	--	7	4
Economically Disadvantaged	427	4233	22957	100	99	93	677	681	685	44	37	34	14	18	17	38	42	44	3	3	5
Non-Economically Disadvantaged	112	1732	48173	100	100	96	687	688	709	33	34	17	18	16	11	42	43	55	7	8	18

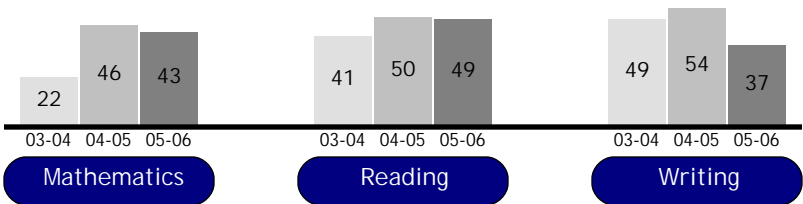
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	551	6161	73018	100	100	97	677	680	703	11	10	6	40	36	23	48	51	64	1	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	283	3143	36181	100	100	97	680	684	708	9	8	4	36	34	21	53	55	65	2	3	9
Male	268	3015	36816	100	100	96	674	676	699	12	13	7	44	39	24	43	47	62	1	2	7
African American	53	601	3976	100	100	96	663	680	689	17	10	8	42	34	29	42	53	59	NA	3	3
Hispanic	403	4709	25801	100	100	96	672	676	683	10	11	10	45	39	34	43	49	53	1	1	3
Asian/Pacific Islander	NC	84	1812	NC	100	98	NC	708	722	NC	2	3	NC	25	15	NC	63	66	NC	10	16
American Indian/Alaskan Native	39	219	4389	100	100	93	693	686	675	10	7	9	21	33	42	69	59	47	NA	1	1
White	50	548	37024	100	100	97	716	711	721	6	4	2	14	21	12	74	61	73	6	13	13
Students with Disabilities	57	721	7170	100	100	85	645	639	654	28	31	23	54	50	47	16	17	29	2	2	1
Students without Disabilities	494	5440	65848	100	100	98	680	684	708	9	8	4	38	34	20	52	55	67	1	3	9
Limited English Proficient Students	150	1166	5099	100	100	95	641	639	641	25	30	29	63	61	59	12	9	12	NA	0	0
Migrant Students	--	14	817	--	100	96	--	671	667	--	14	15	--	43	44	--	43	39	--	NA	1
Economically Disadvantaged	444	4384	23912	100	100	94	674	676	681	11	11	10	42	39	36	46	49	52	1	2	2
Non-Economically Disadvantaged	107	1777	49106	100	100	98	690	690	714	9	8	4	33	30	16	56	56	69	2	6	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	551	6157	72810	100	100	96	658	667	685	13	9	6	50	42	30	36	46	58	1	2	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	283	3142	36111	100	100	97	665	676	695	10	6	4	43	36	23	45	55	65	2	3	8
Male	268	3013	36678	100	100	95	650	657	674	15	13	9	57	49	36	27	38	52	1	1	3
African American	52	602	3962	100	100	96	635	667	675	27	10	8	42	37	33	31	50	55	NA	2	3
Hispanic	403	4705	25735	100	100	96	654	664	669	12	10	10	56	45	41	32	44	48	1	1	2
Asian/Pacific Islander	NC	84	1809	NC	100	97	NC	693	704	NC	5	4	NC	30	19	NC	61	65	NC	5	13
American Indian/Alaskan Native	40	220	4370	100	100	92	682	679	670	5	7	9	28	34	39	65	55	50	3	4	2
White	50	546	36915	100	100	97	686	687	697	10	5	3	26	32	21	60	57	67	4	6	8
Students with Disabilities	57	717	7071	100	100	84	623	626	634	30	26	24	60	55	53	11	16	21	NA	3	1
Students without Disabilities	494	5440	65739	100	100	98	661	672	689	11	7	4	48	40	27	39	50	62	2	2	6
Limited English Proficient Students	149	1164	5046	100	100	94	616	622	621	30	29	31	62	61	56	9	10	12	NA	0	0
Migrant Students	--	14	812	--	100	96	--	655	654	--	14	15	--	36	51	--	50	34	--	NA	0
Economically Disadvantaged	443	4383	23814	100	100	94	656	664	667	13	10	10	52	44	41	34	44	47	1	1	2
Non-Economically Disadvantaged	108	1774	48996	100	100	97	667	675	693	11	8	4	40	37	24	46	51	64	3	4	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	84	26	NA	42	92	39	40	51	90	37	37	52
	Language	89	27	26	42	92	38	40	50	90	37	37	50
	Mathematics	89	42	44	63	92	38	38	50	90	37	35	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- Ü School Grounds
- Ü School Calendar
- Ü Parent Involvement
- Ü Testing and Student Scores
- Ü Student Behavior
- Ü Facilities Construction

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	5.00	Teacher	148.60
Other Professional Staff	68.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	18	0	0	0
4 to 6 years	10	12	0	0
7 to 9 years	15	9	0	0
10 or more years	17	69	1	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	434
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü All-weather Track
- Ü Indoor Shooting Range
- Ü Seven Computer Labs
- Ü Five Reading Labs

Extracurricular Activities

- Ü Boys Varsity/Sub-varsity Sports
- Ü Band
- Ü Girls Varsity/Sub-varsity Sports
- Ü JROTC
- Ü Academic Decathlon
- Ü Mock Trial
- Ü COE
- Ü DECA

Social Services

- Ü Counseling Services
- Ü Recreational Activities
- Ü Health Services
- Ü Crisis Intervention
- Ü Freshman Mentoring
- Ü Adopt a Senior Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Maintained annual yearly progress as measured by No Child Left Behind - AYP

- ü Over 99% of sophomore students took AIMS reading, writing and math; surpassing the required 95% attendance.

- ü Continued success of the Read 180 program. Reading scores for nearly every student in the program continue to rise.

- ü Performing Plus for the 2nd year.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	82	89	88	73
Graduation Rate ⁶	84	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Students must wear their IDs at all times on campus. Students must abide by the school dress code. Students may not wear any gang related, profane or defamatory clothing on campus. Closed campus. Comprehensive Student Support Team including social worker, probation officer, dean of students and a full-time school police resource officer and nine full-time security staff members. The support team meets on a monthly basis and designs activities aimed at prevention and intervention.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Pete Garcia	(602) 764-7001
Transportation Policy	Gene Moore	(602) 764-1612
Community Resources	Monica Meza	(602) 764-7058
School Nutrition Programs	Lori Drobny	(602) 764-7900
Parent Organization	To Be Announced	(602) -
Student Health/Nurse	Michelle Charles	(602) 764-7113

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.